

## PONTIAC ELEMENTARY

500 Spears Creek Church  
Elgin, S.C. 29045

**GRADES** PK-5 Elementary School

**ENROLLMENT** 665 Students

**PRINCIPAL** Mrs. Beth Elliott 803-699-2700

**SUPERINTENDENT** Stephen W. Hefner, Ed.D. 803-738-3236

**BOARD CHAIR** William McCracken 803-469-8536

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent  
13

Good  
68

Average  
9

Below Average  
1

Unsatisfactory  
0

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

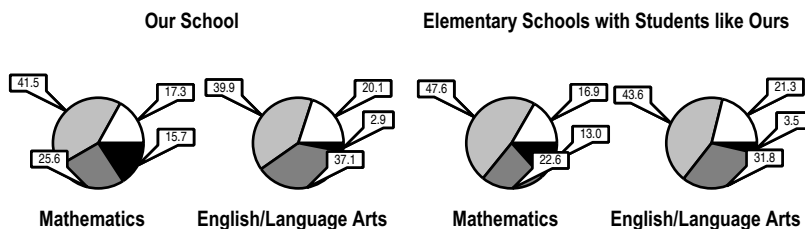
**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Good	Unsatisfactory	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	Yes
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	49	110	61
Percent satisfied with learning environment	93.9%	92.7%	95.0%
Percent satisfied with social and physical environment	93.8%	92.7%	88.5%
Percent satisfied with home-school relations	83.7%	92.7%	86.2%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	352	100.0	20.1	39.9	37.1	2.9	39.9	17.6
Gender								
Male	167	100.0	28.1	43.2	26.7	2.1	28.8	17.6
Female	185	100.0	13.3	36.7	46.4	3.6	50.0	17.6
Racial/Ethnic Group								
White	138	100.0	15.5	38.8	41.9	3.9	45.7	17.6
African-American	186	100.0	25.5	41.4	30.6	2.5	33.1	17.6
Asian/Pacific Islander	15	100.0	7.1	28.6	64.3	N/A	64.3	17.6
Hispanic	11	100.0	20.0	50.0	30.0	N/A	30.0	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	300	100.0	16.0	40.7	40.0	3.3	43.3	17.6
Disabled	52	100.0	50.0	34.2	15.8	N/A	15.8	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	352	100.0	20.4	39.2	37.5	2.9	40.5	17.6
English Proficiency								
Limited English proficient	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	347	100.0	19.1	39.1	38.8	3.0	41.8	17.6
Socio-Economic Status								
Subsidized meals	174	100.0	30.9	43.9	23.7	1.4	25.2	17.6
Full-pay meals	176	100.0	11.6	36.4	48.0	4.0	52.0	17.6

Mathematics								
All students	352	99.7	17.3	41.5	25.6	15.7	41.2	15.5
Gender								
Male	167	100.0	17.1	41.1	27.4	14.4	41.8	15.5
Female	185	99.5	16.9	42.2	24.1	16.9	41.0	15.5
Racial/Ethnic Group								
White	138	100.0	11.6	38.8	30.2	19.4	49.6	15.5
African-American	186	100.0	21.7	46.5	21.7	10.2	31.8	15.5
Asian/Pacific Islander	15	93.3	N/A	28.6	35.7	35.7	71.4	15.5
Hispanic	11	100.0	40.0	30.0	10.0	20.0	30.0	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	300	99.7	13.8	42.5	26.9	16.7	43.6	15.5
Disabled	52	100.0	42.1	34.2	15.8	7.9	23.7	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	352	99.7	16.8	41.4	25.9	15.9	41.7	15.5
English Proficiency								
Limited English proficient	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	347	99.7	15.4	41.8	26.4	16.4	42.8	15.5
Socio-Economic Status								
Subsidized meals	174	100.0	28.1	46.8	20.9	4.3	25.2	15.5
Full-pay meals	176	99.4	8.1	37.6	29.5	24.9	54.3	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	105	N/A	13.7	31.6	48.4	6.3	54.7
	Grade 4	101	N/A	13.9	39.6	43.6	3.0	46.5
	Grade 5	117	N/A	22.1	51.0	25.0	1.9	26.9
	Grade 6	1	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	122	100.0	14.0	33.6	47.7	4.7	52.3
	Grade 4	103	100.0	26.1	29.3	41.3	3.3	44.6
	Grade 5	127	100.0	21.1	54.4	23.7	0.9	24.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	105	N/A	12.6	36.8	27.4	23.2	50.5
	Grade 4	101	N/A	17.8	31.7	26.7	23.8	50.5
	Grade 5	117	N/A	24.8	42.9	21.0	11.4	32.4
	Grade 6	1	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	122	99.2	18.7	42.1	21.5	17.8	39.3
	Grade 4	103	100.0	16.3	34.8	27.2	21.7	48.9
	Grade 5	127	100.0	16.7	46.5	28.1	8.8	36.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 665)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	1.8%	Up from 1.3%	2.8%	2.4%
Attendance rate	96.1%	Down from 96.3%	96.0%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	28.1%	Up from 25.7%	18.1%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	7.7%	Up from 7.5%	8.2%	8.0%
Older than usual for grade	1.2%	Up from 0.9%	0.9%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 51)				
Teachers with advanced degrees	68.6%	Up from 68.0%	49.1%	50.0%
Continuing contract teachers	90.2%	Up from 82.0%	90.2%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	94.2%	Up from 89.7%	88.5%	86.2%
Teacher attendance rate	95.4%	Up from 95.2%	95.4%	95.3%
Average teacher salary	\$42,720	Up 3.7%	\$40,299	\$39,909
Prof. development days/teacher	14.9 days	Up from 12.4 days	11.0 days	11.4 days

School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio	17.9 to 1	Up from 9.0 to 1	19.2 to 1	18.9 to 1
Prime instructional time	90.3%	Up from 90.1%	90.0%	89.7%
Dollars spent per pupil*	\$6,905	Up 16.8%	\$5,695	\$5,892
Percent spent on teacher salaries*	72.4%	Up from 70.3%	66.5%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.7%	Up from 99.5%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Pontiac Elementary focuses on meeting the needs of individual students, which in turn creates group success. Being a National Blue Ribbon School, School of Promise, and District Teamwork Award Winner demonstrates our high academic expectations. Our community building climate is what has contributed to these ongoing successes. We continue as a faculty, staff, parent, and student team to constantly change and restructure. We pride ourselves on our philosophy of meeting the needs of all students. Making a difference with each individual student is our focus. With such a qualified staff including 13 National Board Certified Teachers, 2 finalists for the state of South Carolina Excellence of Teaching in Math and Science, 4 Honor Roll Teachers, a Fulbright Scholarship Winner, Past President of the Columbia Area Reading Council, Richland School District Two Support Person of the Year, and many grant recipients, we are ready to challenge each and every student to reach his/her potential. We are proud of our technology program which meets the needs of our students by providing learning activities through the use of technology. We received a state grant which gives us full time Math Coach Specialist for the year 2003-2004.

Our developmentally appropriate space for kindergarten and intermediate grades has provided teachers and students with a facility that endorses hands-on learning. Our ability to offer low teacher/pupil ratio continues to be a strength of our program. Our partnership with the University of South Carolina continues to offer many experiences for our students. Being a Professional Development School enables us to continue to grow in all areas of the curriculum. Our partnership has enabled us to be a part of many University grants and projects such as the collaboration between Engineering interns and our Pontiac students.

As part of our planning process, we will continue to review our test scores and make good decisions for groups of students as well as focusing on individual students' test scores. Our PACT scores continue to be considerably higher than the state and students scoring in the below basic category continue to decline. We will continue to focus on the standards and implement best teaching practices.

Beth T. Elliott, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.